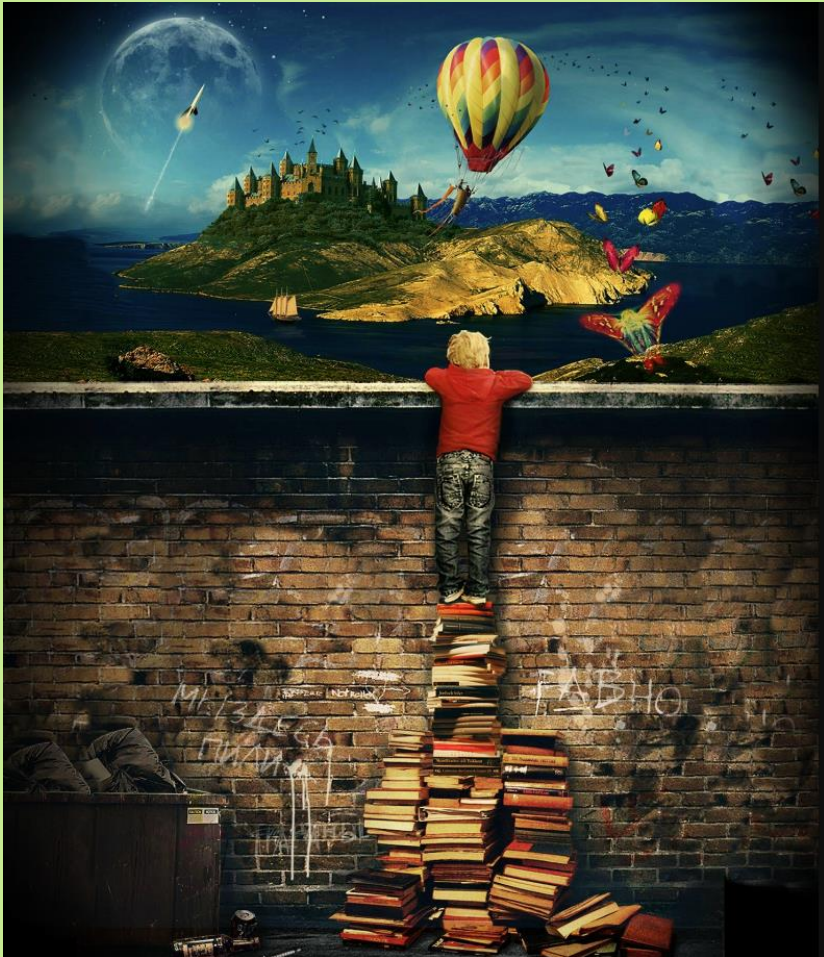


How we
teach
reading at
WTW



Why the workshop?



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

Phonics



A code to teach children the link between the **letters they see in words** and **the sounds they make when spoken**.

One phonics lesson per day in Reception, Y1 and Y2.

Phonics and Early Reading

If children are learning about the different spelling of /ay/:

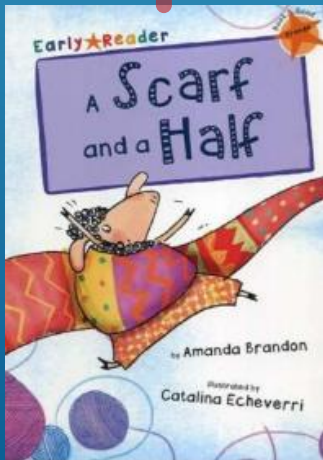
- play great paid take
- weight straight amazing. . .

They will be reading books which contain lots of words that contain that sound, and ones previously taught.



Then, they move onto colour coded levels until the end of KSI.

Y1			Y2	



From KS2, children read books that are banded according to Accelerate Reader levels.

2.5

3

4

5

6

7

These levels do not correlate to year groups.

Year 1 and 2: Supported Reading

- 4 x per week children read with an adult for 30 minutes in groups of 6 or less.
- That group of 6 will read a text for 2 days, with a focus on developing fluency.
- Increases the quality and quantity of texts that are read in our class.

Reading records in KSI



How is your child finding their book?

What strengths or areas for development are you seeing?

The class teacher will respond once per week (if you have written in it).

Sharing stories in KSI



Enjoyment

Diversity

Rhythm and
rhyme

Support
wider
curriculum

Vocabulary

Years 3, 4, 5 and 6

In KS2, for the majority of children the focus in reading sessions moves towards developing higher level reading skills, such as inference, through whole class reading lessons.

Four lessons a week.

The learning focus for each day will vary slightly depending on whether the unit being focused on is fiction, non-fiction or poetry.

Fiction Weeks				
	Session 1	Session 2	Session 3	Session 4
Focus	Building Blocks Structure Grammar Word meaning	Retrieval Reading fluency Discussion Retrieval	Inference Inference Discussion	Inference/ Points of View Inference Putting things in context Discussion
Teaching Input (10 mins)	<p>Meanings of words.</p> <p>Focus on the structure of the text.</p> <p>Focus on the grammar the author has used (link to GPS work for your year group).</p> <p><i>Why has the author used an exclamation there?</i> <i>'Like a toy sitting on a glass table'. What does this description suggest about the boat?</i> <i>What does the word 'universal' suggest about the rule?</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Questioning on themes of text</p> <p>Point out and explain tricky vocabulary</p> <p>Focus on retrieval questions. This may require teaching techniques such as scanning text for key words.</p> <p><i>What was the character's name? What did they eat for dinner? Draw a line to match each place to the date it became an English National Park. Find and copy a phrase that tells us that ...</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Focus on answering inference questions. This will require teaching techniques to answer questions that go beyond the literal text.</p> <p>Use of evidence to support answers.</p> <p><i>What is the person doing? Why? Why does this man look cross? Does this person like sweeping snow? What makes you think that?</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Continue with inference work, but also include putting things in context. This could be a continuation of Session 3's work.</p> <p>These questions are designed to encourage pupils to make links with the text and their own experiences and knowledge of the world.</p> <p><i>Where do you think the story is set and what makes you think that? Give two pieces of evidence that ... What other reason could there be for...?</i></p>

Non-fiction Weeks				
	Session 1	Session 2	Session 3	Session 4
Focus	<p>Building Blocks</p> <p>Structure Grammar Word meaning</p>	<p>Retrieval</p> <p>Reading fluency Discussion Retrieval</p>	<p>Evidence from text</p> <p>Discussion Retrieval Using evidence to support answers</p>	<p>Summarising</p> <p>Discussion Summarising Identifying key points</p>
Teaching Input (10 mins)	<p>Focus on the structure of the text.</p> <p>Focus on the grammar the author has used (link to GPS work for your year group).</p> <p>Focus on the meanings of words. <i>'Like a toy sitting on a glass table'. What does this description suggest about the boat?</i> <i>What does the word 'universal' suggest about the rule?</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Questioning on themes of text</p> <p>Point out and explain tricky vocabulary</p> <p>Focus on retrieval questions. This may require teaching techniques such as scanning text for key words. <i>What was the character's name?</i> <i>What did they eat for dinner? Draw a line to match each place to the date it became an English National Park. Find an copy a phrase that tells us that ...</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Find words and phrases that support answer to questions.</p> <p><i>What makes you think that?</i> <i>What part of the text demonstrated x?</i> <i>What evidence is there that x?</i> <i>Explain what x (a phrase/ word) suggests about x?</i> <i>According to the text, how did x happen?</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Identify key points from the text. Answer succinctly. Identify themes across paragraphs/ sections of text. <i>Below are some summaries of the different paragraphs from this text. Number them 1 to 6 to show the order in which they appear in the text.</i> <i>What is the main theme of paragraph 2?</i> <i>What is the author's overall opinion of x?</i> <i>Is there a particular bias in a given section of the text?</i></p>

Poetry Weeks

	Session 1	Session 2	Session 3	Session 4
Focus	<p>Building Blocks</p> <p>Structure Grammar Word meaning</p>	<p>Recital/ Performance</p> <p>Reading fluency intonation, tone, volume</p>	<p>Retrieval and Inference</p> <p>Reading fluency Inference, Retrieval Discussion</p>	<p>Impressions/Effects on reader/ summarising</p>
Teaching Input (10 mins)	<p>Focus on the structure of the text. For example, the structure of different types of poetry, use of rhyme, rhythm, repetition etc.</p> <p>Focus on the poetry techniques, such as similes, metaphors, personification etc.</p> <p>Meanings of words. <i>'Like a toy sitting on a glass table'. What does this description suggest about the boat?</i> <i>What does the word 'universal' suggest about the rule?</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Learning poetry by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience</p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Focus on answering retrieval and inference questions. This will require teaching techniques to answer questions that go beyond the literal text. Point out and explain tricky vocabulary. Use of evidence to support answers. <i>What is the person doing? Why?</i> <i>Why does this man look cross?</i> <i>Does this person like sweeping snow? What makes you think that?</i> <i>Find an copy a phrase that tells us that ...</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Focus on how the poet's use of language has an effect on the reader and the impression they are trying to express.</p> <p><i>Give two impressions this gives you of x</i> <i>What view does the poet have about x?</i> <i>Which part of the poem expresses x?</i></p>

Building Blocks: What does this look like?

CHAPTER 1

MY EARLIEST MEMORIES ARE A CONFUSION OF hilly fields and dark, damp stables, and rats that scampered along the beams above my head. But I remember well enough the day of the horse sale. The terror of it stayed with me all my life.

I was not yet six months old, a gangling, leggy colt who had never been further than a few feet from his mother. We were parted that day in the terrible hubbub of the auction ring and I was never to see her again. She was a fine working farm horse, getting on in years but with all the strength and stamina of an Irish draught horse quite evident in her fore and hind quarters. She was sold within minutes, and before I

1. Look at page 46. Copy a phrase that shows the soldiers were enjoying themselves.
2. "It seemed none of them had a care in the world." What does tell you about how the soldiers were feeling?
3. Find and copy a word to used to describe how keen the horses were to break free.
4. Look at page 47. Define 'sombre'.
5. Look at page 49, What is a 'baptism of fire'?
6. Read page 50. "There was always some warm word of encouragement." Circle the synonym for encouragement

Comfort kindness participation loyalty

Retrieval: What does this look like?

Deepening Understanding

YR6 Non-Fiction Text

Targeted Retrieval Questions

This set of questions is based upon the text 'Marcus Rashford's Letter'.

Page | 1

Q1

Identify **two** things the crowds were doing on the 27th May 2016.

1) _____

2) _____

1 Mark

Page | 2

Q2

Where did Rashford pick up his Christmas dinners from each year when he was younger?

1 Mark

1. How old was the horse when he was sold?

2. Look at page 4. How much was he sold for?

3. Look at page 5. Why didn't the horse manage to escape from his new owner?

4. What is the old horse in the next pen called?

5. What is the name of the young boy?

6. What does the young boy name the horse?

7. How old is the young boy?

8. Describe what Albert did for his new horse when he met him?

Inference: What does this look like?

Deepening Understanding

YR6 Non-Fiction Text

Targeted Inference Questions

This set of questions is based upon the text 'Marcus Rashford's Letter'.

Page | 1

Q1

'My story to get here is all-too-familiar for families...'

What does the phrase 'all-too-familiar' suggest?

1 Mark

Pages | 1-2

Q2

On pages 1 and 2, what impression is created of Rashford's mum? Use evidence from the text to support your answer.

Impression	Evidence

1. Read page 19. What is Albert's opinion of the war? Use evidence to support your answer.

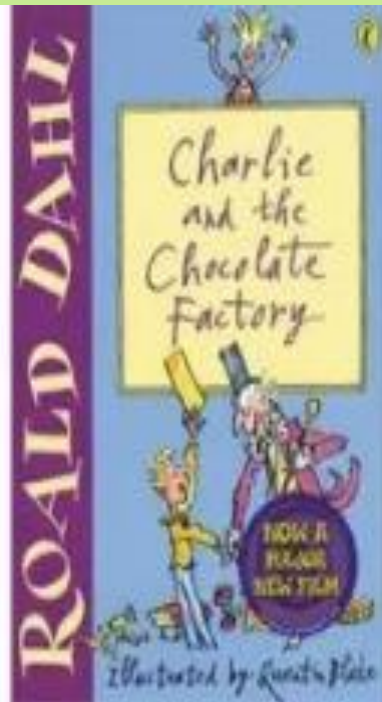
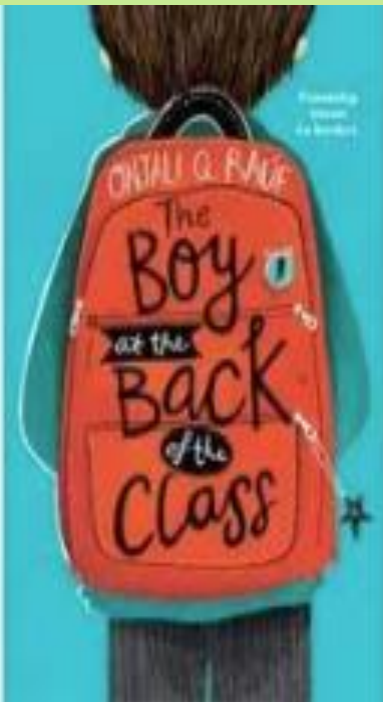
2. Read page 16: What was Albert thinking when he spoke 'sternly' to Joey?

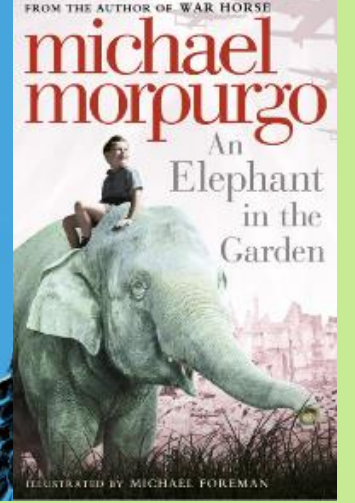
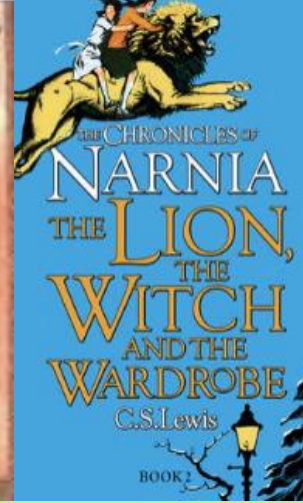
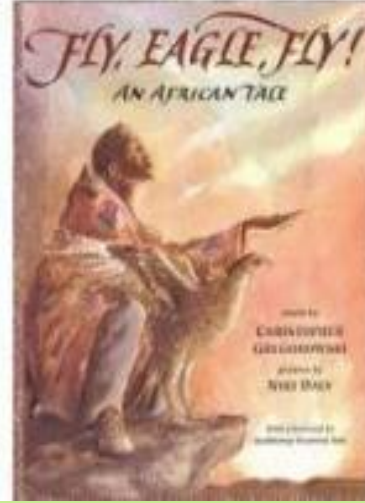
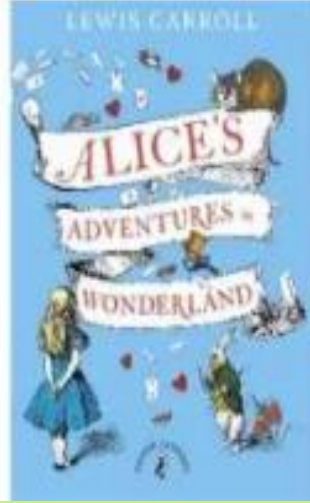
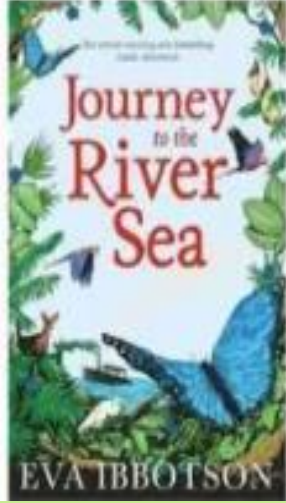
3. Why do you think Albert had been crying? (page 15)

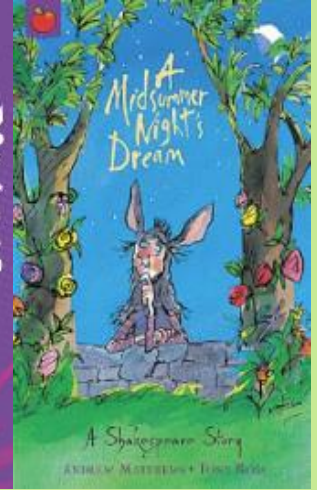
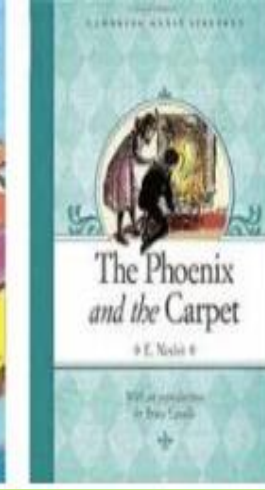
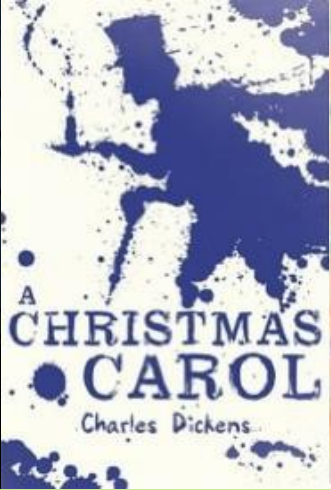
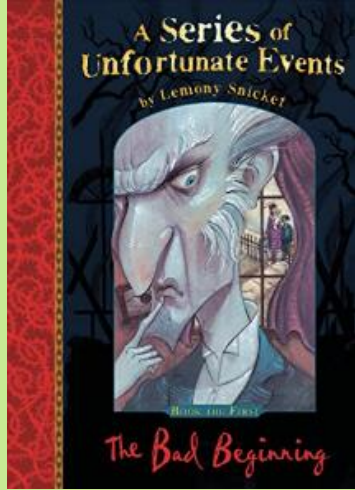
4. Read page 17. Why does Albert use a whip on Joey? How does this make Joey feel?

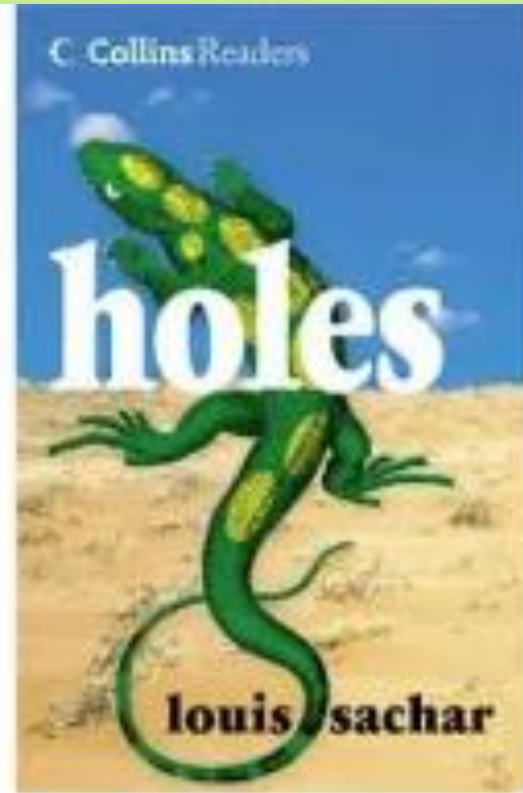
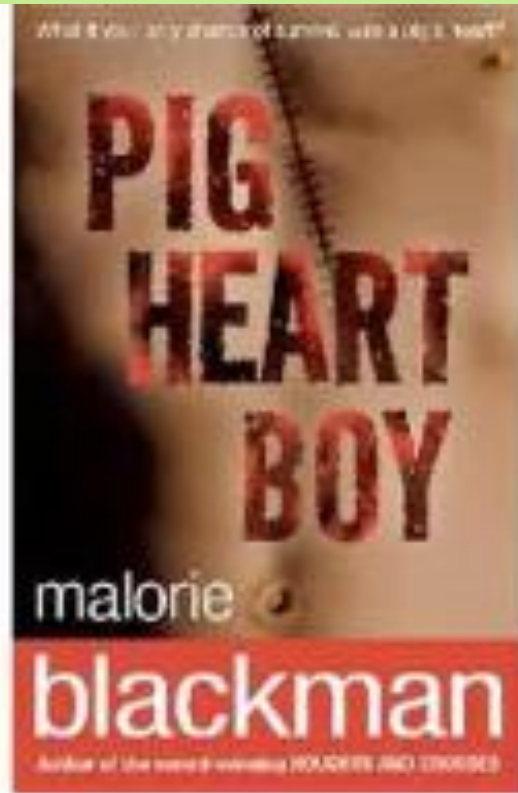
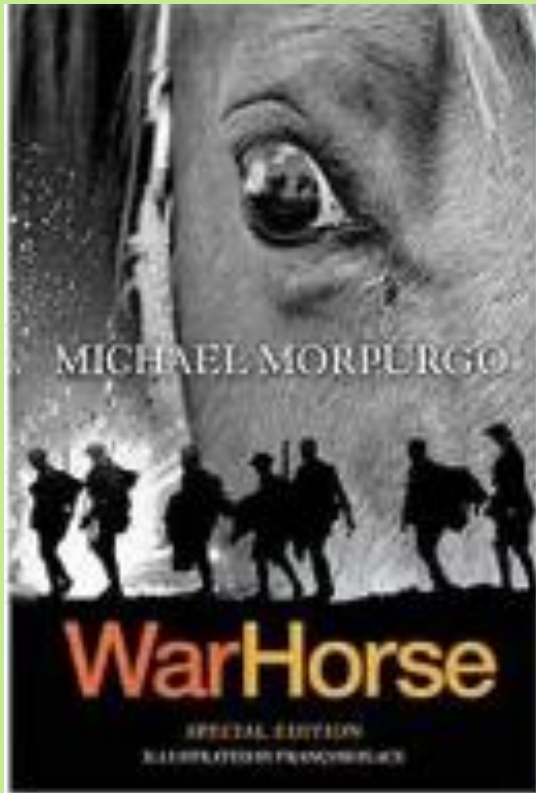
5. Why does Albert's mother say 'oh dear god'? (page 20)

6. What are your first impressions of Albert's father? Use evidence from the text to support your answer. (3 marks)









Y 4, 5, 6.

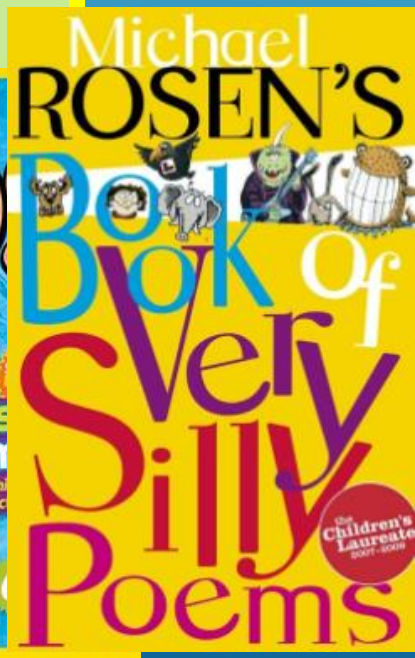
Encouraged to write in these about the book they are currently reading. This could be:

- Description of character
- Recount of key event
- Prediction
- Book review

One piece of homework every 2 weeks will be a reading journal task to encourage use, but many children write in them more often.

Tips for helping your child read at home...

Encourage reading
choice



Talk to them about
the book they are
reading in school



Create a positive reading environment



Let them see you
read or share
books together

Libraries

